



Title I Supplemental Educational Services

Issue Date: April 24, 2006

Sources:

Key Words: Supplemental Educational Services

Summary:

Parent Involvement

At the local level, parents are to be active participants in the Supplemental Educational Services (SES) program. They must be able to choose among all SES providers approved by the State for the area served by the Local Educational Agency (LEA), or within a reasonable distance of that area. In addition to notifying parents annually of the available State approved provider services, the LEA must assist the parent in the selection process, if requested.

At the provider level, parents, the school district and the provider chosen by the parent must develop and identify specific academic achievement goals for the student, measures of student progress and a timetable for improving achievement. In the case of a student with disabilities, or a student covered under Section 504, these decisions must be consistent with the student's Individualized Education Program (IEP).

All parents whose children receive supplemental services must be informed of their student's progress, on a monthly basis.

The LEA and provider, after consultation with the parent, must agree to a schedule of informing the parents and the student's teacher(s) about student progress, on a monthly basis.

The LEA must provide information the Nevada Department of Education, and will need to monitor the quality and effectiveness of the services offered by the provider. This information/data will assist the State in determining if a provider should continue to work or be removed from the State approved provider list.

The LEA Provider Agreement

The LEA/Provider Agreement must include the following:

1. Specific achievement goals for the student, which must be developed in consultation with the student's parents [*Section 1116(e)(3)(A)*];
2. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress [*Section 1116(e)(3)(B)*];
3. A timetable for improving the student's achievement, in the case of a student with disabilities, must be consistent with the student's IEP under Section 614(d) of the Individuals with Disabilities Education Act (IDEA) and, in the case of a student covered under Section 504, must be consistent with the provision of an appropriate education under Section 504;



4. A provision for termination of the agreement if the provider fails to meet student progress goals *[Section 1116(e)(3))(C)]*;
5. Provisions governing payment for the services by the LEA *[Section 1116(e)(3)(D)]*;
6. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents *[Section 1116(e)(3)(E)]*; and
7. An assurance that SES will be provided consistent with applicable civil rights laws.

Schools/School Districts Serving as Supplemental Educational Services Providers

School districts are not automatic SES providers. As with all other SES providers, they must meet all qualifying SES criteria in order to be placed on the State approved provider list.

A public school/district identified as in need of improvement, corrective action or restructuring may not be an approved SES provider.

A public school/district that would have been identified as in need of improvement, corrective action or restructuring had it been participating in a Title I program may not be an approved SES provider.

Once on the approved list, schools/districts must be selected by the student's parents as the provider of choice. The district may not limit or bias the parent's decision.

Schools/districts qualifying as potential providers must prepare an agreement containing the same information required of all providers. This information is needed so parents receiving services from the school know the student achievement goals, how progress will be measured, the timetable for improving achievement and the frequency and methods for updating the parents related to student progress.

Data on the quality and effectiveness of the services offered by the school/district must be reported to NDE as requested.